

Alternate Graduation Mechanism Worksheet

This worksheet is provided for any Idaho school district that wishes to submit an alternate graduation mechanism (alternate mechanism) to the Office of the State Board of Education (OSBE) for review. This mechanism would serve as an alternative for students who have not achieved a proficiency score on the Idaho Standards Achievement Tests (ISAT).

As outlined in Idaho Administrative Code, IDAPA 08.02.03, Rules Governing Thoroughness, Section 105.03, *“All students must achieve a proficient or advanced score on the High School Idaho Standards Achievement Test (ISAT) in order to graduate. A student who does not attain at least a proficient score prior to graduation may appeal to the local school board, and, at the discretion of the local school board, may be given an opportunity to demonstrate proficiency of the achievement standards through some other locally established mechanism. All locally established mechanisms used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information.”*

OSBE will review all materials submitted by a district and send a letter of response to the submitting party and a copy to the president of the local board. The local board will be responsible for determining if the measure(s) are an acceptable substitute after reviewing the feedback from OSBE.

All districts that wish to submit an alternate mechanism to OSBE must respond to the following criteria and provide supporting documentation. Incomplete evidence will not be reviewed. Alternate mechanisms must be reviewed every five years by OSBE and districts will be required to submit an annual report indicating the number of students issued diplomas through the alternate mechanism.

- 1. Provide a detailed description of the alternate graduation plan. Identify the date the plan was submitted to the local board or the timeline for submission to the local board.**
- 2. Provide a description of the measure or measures' components.** *Ninety percent of the criteria of the measure (or combination of measures) must be based on academic proficiency and performance.¹*
- 3. Provide evidence that the measure(s) is aligned to a minimum of 10th grade content standards.²**
- 4. Provide evidence that the measure(s) is aligned to the communications/language arts (reading) and math content standards.**

¹ Idaho Administrative Code, IDAPA 08.02.03, Rules Governing Thoroughness, Section 105.03.e.

² Idaho content standards are referred to in Idaho Administrative Code, IDAPA 08.02.03, Rules Governing Thoroughness, Section 200 as Idaho Achievement Standards.

5. **Provide evidence that the measure(s) is valid and reliable.**
 - a. *Reliability is the ability to provide consistent results when measuring the student several times. Key question: How will it be ensured that a student gets the same results each time?*
 - b. *Validity is the ensuring that a mechanism(s) is measuring what it is intended to measure. Key questions: What is the purpose of the measure(s)? How will it be ensured that the measure(s) meets that purpose?*
6. **How will the measure(s) be consistently updated to ensure validity, reliability and alignment?**
7. **Outline when this option will be available to students.**
 - a. *Before appealing to the local school board for an alternate measure, the student must be: enrolled in a special education program³ and have an Individual Education Plan (IEP), or enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less⁴, or enrolled in the fall semester of the senior year.⁵*
 - b. *How will the district encourage the maximum number of students to participate in and pass the ISAT prior to utilizing the alternate mechanism?*

Possible evidence includes:

- Studies by independent contractors, regional labs or university/college experts.
- Research supporting the methodology in the proposed measure(s).
- Alignment studies conducted using a nationally recognized methodology to address depth and breadth of items. Examples of methods include: Webb, CCSSO, La Marca, West Ed.

All materials must be submitted to:

Dr. Marilyn Davis
Chief Academic Officer
Idaho State Board of Education
P.O. Box 83720
Boise, ID 83720-0037
medavis@osbe.state.id.us

³ Special education students are eligible for services through 21 years of age.

⁴ Students enrolled in an LEP program for three academic years or less are eligible for an alternate graduation measure consistent with an alternate measure developed for all students. A separate alternate graduation mechanism should not be developed solely for LEP students. LEP students are eligible for services through 21 years of age.

⁵ Idaho Administrative Code, IDAPA 08.02.03, Rules Governing Thoroughness, Section 105.03.a.